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ABSTRACT

The California Assessment of Academic Achievement Act of 1995 mandates the development and adoption of statewide academically rigorous content and performance standards in core curriculum areas. This brochure summarizes the findings of the Association of California School Administrators (ACSA) standards task force. The brochure is organized around the following questions: (1) What must effective statewide standards look like? (2) What must be done to avoid the "reinvent-the-wheel" syndrome? (3) What must happen to guarantee a standards-based system? and (4) What questions must still be answered? A glossary, a list of task force members, and an appendix showing the status of academic standards-setting across the 50 states as of April 1995 are included. (LMI)

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STATEWIDE ACADEMIC STANDARDS: DOING IT RIGHT

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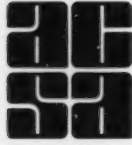
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**STATEWIDE ACADEMIC STANDARDS:
DOING IT RIGHT**

A Position Paper Of
The Association Of California
School Administrators

Prepared by the ACSA Task Force on
Statewide Academic Standards

Adopted by the ACSA Board of Directors June 21, 1996

OPENING STATEMENT

The California Assessment of Academic Achievement Act of 1995 (AB 265) mandates the development and adoption of statewide academically rigorous content and performance standards in the core curriculum areas of reading, writing, mathematics, history, social science and science for grades K-12. In addition, a statewide pupil assessment program will be designed and implemented to assess the achievement of California students.

"Content standards," refer to the specific academic knowledge, skills, and abilities that all public schools in this state are expected to teach and all students are expected to learn; "Performance standards" are standards that define various levels of competence at each grade level in each of the curriculum areas for which content standards are established. The Association of California School Administrators (ACSA) agrees with lawmakers that establishment of rigorous content and performance standards will give our public education system a clear set of expectations for student achievement. Having a clearly defined target for academic programs will enable schools, districts, and other educational organizations to focus on the most critical aspects of the academic program, and determine the degree of success with which each expectation is being met.

In addition, ACSA believes that the establishment of standards is only the first step to the desired results. The system itself must be changed to a standards driven one which measures success by gains in the achievement of standards by students and not by adherence to rules and regulations. These and other related issues are the focus of this position paper.

EXECUTIVE SUMMARY STANDARDS TASK FORCE REPORT

The California Assessment of Academic Achievement Act of 1995 (AB 265) mandates the development and adoption of statewide academically rigorous content and performance standards in the core curriculum areas of reading, writing, mathematics, history, social science, and science for grades K-12. These standards are to guide assessment, curriculum development, and instructional materials adoption.

This paper consists of four sections, each addressing a major question related to statewide academic standards. They are:

1. What must effective statewide academic standards look like?

- Standards must be universal expressions of a common core of learning which represent appropriate educational goals for every student in California.
- Standards should be rigorous and internationally competitive, incorporating both content and performance expectations.
- Standards must comprise general, overall expectations which leave room for local discretion in development of specific, year by year curriculum and benchmarks.
- Standards should be expressed in terms of multi-grade level spans at the state level, such as K-2, 3-5, 6-8, 9-12 or elementary, middle, high school rather than specific objectives for each year in each subject. The state must allow local variations in the sequence and timing of instructional content, to accommodate availability of resources and the developmental needs of students.
- Standards must be clear, readily understandable, and realistic in terms of instructional time and resources.
- State level standards should be expressed in terms of periodic benchmarks (e.g. K-3, 4-6, 8-12), while locally developed and adopted standards establish year by year expectations.

2. What must be done to avoid the "reinvent the wheel" syndrome?

Developers who will determine standards for California students must:

- Give careful consideration to the large body of work which already exists.

- Inform and include the public in both development and adoption of standards.
- Utilize ACSA and the other educational organizations to assist with this effort.

3. In addition to adopting standards, what must happen to guarantee a standards based system?

A standards based system consists of interlinked elements which combine to promote effective use of standards for the improvement of teaching and learning. The most important of these elements are an integrated system of assessment and accountability; necessary investment in retooling through professional development, curriculum revision, instructional materials, etc.; local flexibility in implementation; and means for remediation for students not meeting the standards.

4. What questions must still be answered?

We believe that three important issues must be resolved if state level standards are to effectively drive educational transformation in California. These are accountability, public investment in the infrastructure of change, and public involvement in and acceptance of standards establishment. Students, teachers, and educational institutions deserve and require both the challenge of a worthwhile target and the support for redesign, retraining, and renewal of our commitment to the success of all students. Resolution of these issues will be key in the success or failure of standards as a transformational force in California education.

ACSA stands ready to work collaboratively to assure the development and successful implementation of standards and creation of a standards driven system of public education. ACSA President, Tim Cuneo believes "The development of quality academic standards is an unparalleled opportunity to raise the level of academic achievement of the children of California. 'Doing it right' is the most critical educational issue of the remaining years of the 20th century."

WHY HAS ACSA ESTABLISHED A POSITION ON STATEWIDE ACADEMIC STANDARDS?

"The mission of ACSA, as the educational leaders of California, is to ensure that every student in the state will be able to compete successfully in the international society; ACSA will accomplish this by exercising leadership to transform education, uniting and empowering the education community and setting the agenda for education in the 21st century." The creation of academic standards for California schools has the potential to positively affect the success of California students and the achievement of our mission.

Well designed standards which serve as the basis for a sound system of assessment and accountability can establish a high academic level throughout our public schools. Standards will guide program development and review as well as the assessment of individual student progress and district effectiveness. Standards will be the engine of alignment when developing curriculum frameworks, textbook and materials adoptions, and system-level assessment tools.

ACSA believes the potential benefits of having statewide academic standards include:

- All districts will be guided by universal high standards
- All teachers will have clear targets
- All levels of school will have articulation across levels
- All interested constituencies will have a clear explanation of what schools are teaching
- All students will be expected to achieve at a high level

However, standards which are poorly conceived, overly prescriptive, outdated, or inflexible could damage the quality of education in California. If standards are developed or implemented in such a way that they stifle instructional innovation, restrict availability of materials, or institutionalize a particular world view or instructional style, they will encourage mediocrity in our schools.

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ACSA has determined to develop a position paper on standards because:

- Standards will have a major impact on California students and their education
- ACSA has a responsibility for leadership in educational issues
- ACSA members have knowledge and expertise in this area
- ACSA members will be responsible for successful implementation of standards
- The paper will serve as a basis for future advocacy and informational activities by ACSA leadership and staff
- ACSA and other stakeholders have a need to define terms, identify common understandings, and discern issues appropriate for mutual support
- ACSA members wish to spur and stimulate future discussions about standards and accountability
- Establishing a position helps to focus the discussion on critical issues

This paper consists of four sections, each addressing a major question related to statewide academic standards. They are:

1. What must effective statewide academic standards look like?
2. What must be done to avoid the "reinvent the wheel" syndrome?
3. In addition to adopting standards, what must happen to guarantee a standards based system?
4. What questions must still be answered?

It is our hope that by addressing these issues and articulating these concerns, we can provide a constructive voice which informs the process of development of California's first statewide academic standards. Regardless of the quality of these standards, they will drive the instructional program in California. It is incumbent on the organization to support the process to assure the standards and a supportive standards driven system will prepare California students to succeed in the information based, global economy of the 21st century.

WHAT MUST EFFECTIVE STATEWIDE ACADEMIC STANDARDS LOOK LIKE?

- **Standards must be rigorous and internationally competitive.**

California's students will be competing economically with the whole world. The standards which drive their education must be as rigorous as those in other countries. California's new standards should be evaluated prior to adoption to ensure that they represent a level of achievement that will allow our students, in the words of ACSA's mission statement, "to compete successfully in the international society."

Standards which have a relationship to the real world will enable students to see the connection between what they learn in school and what they will do when they leave school.

- **Standards must apply to all students.**

Statewide academic standards should be the overriding educational goals for all students, including students with special learning and language needs. The system's expectation must be that every child can achieve at a level which enables civic responsibility, economic productivity, and intellectual vitality throughout adult life.

Practicing educational professionals must be included in standards development to ensure that statewide academic standards are set at reasonable yet challenging levels of difficulty, to establish high expectations without setting students and schools up for failure.

- **Standards must be global, broad, and overarching.**

Statewide academic standards should be global, broad, and overarching so that they undergird and enrich but do not constrain local curricula. Standards at the state level should be a means of organizing the knowledge and skills of a subject area and a reference point for assessment; those developing state standards should resist the urge to include too much detail.

Standards which are expressed in terms of multi-grade level spans, such as K-2, 3-5, 6-8, 9-12 or elementary, middle, high school leave schools and districts with sufficient flexibility to design innovative instructional programs. Very few states have grade-by-grade standards. (see fifty-state chart in back of report) For the state to specify standards for every subject at every year limits districts from choosing the timing of instructional efforts. This is needed to accommodate both the availability of resources and the developmental needs of students. Examples of activities which could be stifled by year-by-year detail:

- social studies classes at several grade levels wish to spend time in examination of local and state government in an election year, regardless of the scheduled history objectives
- a local business partnership may be able to offer age-appropriate internships which don't necessarily match the state's grade expectations
- integrated multi-disciplinary projects could involve students of different ages and use content from several disciplines.

Therefore, state level standards should be expressed in terms of periodic benchmarks, while locally developed and adopted standards establish year by year expectations.

- **Standards must indicate the content—what students must know and be able to do—and performance level—how well.**

Content standards which specify familiarity with a body of knowledge and the capability to use the knowledge are the familiar expectations which have driven assessment and accountability efforts for many years. If California is to compete within a worldwide economy, content standards are one necessary way but not the only way to measure student success. Performance standards which define a level of sophistication in the use of knowledge should also be established to supply the "how well?" that goes with the "what?"

- **Standards must be manageable and realistic in driving priorities for instructional time, and integrate with other standards mandates faced by schools and districts.**

According to the new standards project, the most effective standards are "important, focused, parsimonious while including those elements that represent the most important knowledge and skills within the discipline . . . manageable given the constraints of time." A passion for detail in this context will disserve the students of California if the standards are so many and so detailed that tracking and using them becomes onerous. In that case, they will be used less, and less well, than would standards with a more general approach.

Standards should also be well integrated across subject areas so that all can be addressed with adequate depth and time for exploration. Again, from the New Standards Project: "A key to ensuring that standards are manageable is making the most of opportunities for student work to do double and even triple duty." Sample work should include examples relevant to more than one subject and to more than one sample within a subject area.

California schools and districts participate in a number of programs and processes which include standards components. WASC accreditation, Title I requirements, and Program Quality Review assessments all specify that schools or districts must have local standards, and usually require that they be based on state standards. California's new statewide academic standards must be compatible with these requirements so that districts can establish one comprehensive set of standards and embark on the work of helping students to meet them.

- **Standards must acknowledge cross-curricular elements which will be integrated into curricula at the school and district level.**

Certain skills such as analytical skills, interpersonal skills, employability skills, and use of technology have been referred to as "applied learning" and include the ability to apply knowledge to problem analysis and solution, effective communication, teamwork, and technological literacy. The integration of these skills into the curriculum is complex and very dependent on variables of teacher and student interests, capitalizing on opportunities, local program options, etc. For this reason, these cross-curricular skills should be acknowledged but not included in state level standards; local schools and districts can most effectively work these elements into their programs based on local circumstances.

- **Standards must be clear and usable.**

Standards will be used by several different audiences, for different purposes. Parents, teachers, students, and policy makers need to be able to understand and use the standards. Documents outlining the standards should be free of educational jargon, which often creates a barrier to understanding.

- **Standards must reflect broad professional consensus, as well as grass-roots agreement about what students need to know and be able to do.**

Statewide academic standards and statewide assessments based on the standards must be grounded in solid research regarding best practice, so that student learning may be enhanced for all children in the State of California. Considerable involvement and review by practicing educators and representatives of the public will be required to ensure that standards reflect enduring educational needs and are not overtaken by either the research trends of the moment or the winds of partisan politics.

WHAT CAN BE DONE TO AVOID THE "REINVENT THE WHEEL" SYNDROME?

- **California is not the only state engaged in exploration of academic standards. The developers charged with the responsibility of determining standards for California students must give careful consideration to the large body of work which already exists.**

Professional organizations, research projects, and other states have made significant efforts and much can be gained from their experiences.

According to Education Week, "Nearly all states claim they have or are developing standards for what students should know and be able to do in the core academic disciplines...there are, however, no widely accepted definitions of terms like 'content standards' or 'curriculum frameworks.' States do not have common criteria for what a good standard looks like. As a result, states use the same words to mean very different things...a surprising number of states are drafting standards without determining whether they will be voluntary or mandatory, how they will be used to measure student performance, or how they will be implemented."

While some states are setting very detailed expectations with as many as 16 "standards" for a subject in a grade level, many are seeking greater simplicity. Florida, for example, is leaving all the specific content decisions to districts and schools, setting only broad guidelines at the state level. A table summarizing the efforts in other states is included in the Appendix.

Some states have used California's Model Curriculum Frameworks as the templates for their own frameworks, basing assessments and accountability on their frameworks without adopting separate "standards" documents.

In the California educational environment at this time are the Curriculum Frameworks, the New Standards Project, and the California State Department's Draft Interim Challenge Schools Standards. These two latter sets of standards have much in common, but also some real differences. Both must be given serious review and consideration. Many of the state's top educators have participated in their development and currently some districts are utilizing them. In addition, the model curriculum frameworks are highly respected in and out of California. As they are revised and brought up to date, they should be consid-

ered important foundation documents which describe the current "state of the art" in instruction for the different subject areas.

Other standards developed on a national level include the mathematics standards developed by the National Council of Teachers of Mathematics, Draft National Science Education Standards produced by the National Academy of Sciences, English/language arts standards from the International Reading Association and the National Council of Teachers of English. National standards proposals have emerged for civics, geography, U.S. and World History, and visual and performing arts.

- **The developers must learn from the experiences of others.**

Many districts in California and other states have been developing and implementing standards over the last few years. Much can be learned and many mistakes avoided by benefiting from this knowledge of experience.

- **Inform and include the public in both development and adoption of world class standards.**

It is imperative that all stakeholders understand the purpose, scope and impact of implementing content and performance standards. To insure that the public understands and supports the process, information must be disseminated at both the local and state level throughout the decision making, adoption, and implementation processes. Involving stakeholders in a cooperative manner can minimize adversarial roles in the process and eliminate delays in implementation. Stakeholders should be informed of:

- Purpose of standards and assessment
 - How standards will be implemented
 - Implications of assessment results
 - Process to protect local autonomy
 - Their opportunities for input into the process
- **Utilize ACSA and the other educational organizations in the state to assist with this effort.**

The educational community network is a powerful resource which must be utilized to disseminate information to the media and general public.

WHAT MUST HAPPEN TO ASSURE A STANDARDS-BASED SYSTEM?

If statewide academic standards are to transform California schools, the creation of the standards is only the first step in an orderly transition to a standards-based system of public education. ACSA believes that failure to address any one of the other required components will jeopardize the success of the standards initiative. They are:

- an integrated system of assessment and accountability which accurately measures and actively promotes student progress;
- a professional development program which provides the necessary training and growth opportunities for professional staff;
- adequate resources to invest in necessary retooling in the form of new materials, personnel training and retraining, facilities, and technology to guarantee all students a high quality program;
- a process to guarantee the public is involved and informed.

The development and maintenance of such a system is both a state and local level responsibility. The roles and responsibilities of each level must be determined, communicated and maintained.

• A standards-based system has a comprehensive assessment system.

State and local assessment systems will be aligned with the standards, though local assessments will go beyond them to include locally adopted curriculum areas.

ACSA believes that multi-faceted assessment tools provide greater validity in making judgments about student performance (cite research evidence). Since the legislative mandate on standards specifies that both content and performance standards must be established, there must be a match between the type of academic standard and the type of assessment used to measure it. That is, writing standards should be assessed on the basis of student writing, mathematics based on problem solving, etc. When appropriate, performance-based assessment will be utilized to ensure that students can demonstrate both mastery of content standards and ability to use knowledge fluently.

The assessment criteria and approved assessment instruments will be clearly defined to ensure comparability of assessment across student populations and for the same students over time.

The use of standardized rubrics, scoring criteria, and performance criteria is one way to ensure consistency of assessment across the state.

Local districts will be given the responsibility to adapt and adopt specific measures of progress in relation to the statewide academic standards.

• **A standards-based system has a well delineated and supported accountability component.**

ACSA believes that a fair and rigorous accountability system is in the best interests of the students and citizens of the State of California. Accountability will hold all stakeholders responsible for insuring that all students have the opportunity to experience a rigorous education and achieve to their full potential.

In order to establish such a system, there are a number of issues to be addressed at the state and local levels, including:

- The determination of appropriate levels and measures of intervention for schools whose students do not meet minimum standards of achievement.
- Delineation of responsibilities among state and local institutions, schools, parents, families, communities, and students.
- Effective responses by schools and districts to support the progress of individual students who do not meet academic standards in schools and districts with appropriate overall achievement levels.
- Effective responses by schools and districts to provide opportunities for accelerated students to move forward.

A standards-based system is results driven and not focused on rules and regulations. The "Focus On Learning" accreditation process currently being piloted in California high schools by the Western Association of Schools and Colleges (WASC) is an example of a standards-based accountability system which requires stated expectations for student achievement, distinct ways to measure student progress, and proof of learning results.

State accountability processes such as Program Quality Review (PQR) and the Coordinated Compliance Review (CCR) should be revised to reflect and reinforce this kind of approach. These evaluations should evolve away from an examination of procedures and processes to a confirmation of the achievement of student achievement standards as a valid measurement of system performance.

- **A standards-based system is aligned at all levels including higher education.**

"California's K-12 schools and higher education share two key areas of mutual interest: student standards and assessment and teacher preparation programs. Greater collaboration on these critical issues is fundamental to improving education for California's students...Unless all levels of education have a clear agreement about what students need to know and be able to do — and what constitutes appropriate training for those who teach them — effectively improving our schools will be difficult."

(Ed Source Report, March 1996, p.1)

- **A standards-based system includes a means of remediation for students not meeting the standards.**

If standards are to be the vehicle of real improvement in student achievement, they must be tied to a system of resources and flexibility which will allow schools and districts to change in order to provide adequate support to students. It is folly to believe that the working habits of a lifetime can be changed without investing in training, coaching, and support for education professionals. It would be equally foolish to believe that academically troubled students can be brought up to the necessary level without investing in time, attention, and resources to support accelerated growth and "catching up."

- **A standards-based system invests appropriately in productivity, system design, and retooling.**

Investments must be made to ensure full implementation of statewide academic standards. Schools must be able to upgrade skill levels of staff, incorporate new strategies and technologies of teaching and measurement, and communicate student progress to parents on a more sophisticated level. The State's role will require review and revision of curriculum frameworks, textbook and instructional materials adoption, and statewide academic assessments in line with adopted standards. State funding should be provided for local curriculum review, replacement of instructional materials, revision of local assessment procedures and materials, and professional development training to implement the new standards.

- **A standards-based system achieves statewide accountability with local flexibility.**

Every district must have the flexibility to adopt local standards which align with the state standards. Local school districts should have the authority to develop locally significant processes and procedures for monitoring student progress toward achieving the state standards, in addition to participating in statewide assessments. Local assessment will provide diagnostic information measuring student progress towards the standards, and a reporting system which clearly communicates student progress to parents. The emphasis will be on finding ways to assist every student to meet the standards, and achievement will become the ultimate measure rather than "seat time."

Local districts should be given the responsibility to adapt and adopt specific curricula and measures of progress in relation to the statewide academic standards. Given changes and refinements necessary for adaptation and implementation of standards, flexibility may be required in areas including the length of school personnel work year and work day and the configuration of instructional minutes.

- **A standards-based system provides regular reports of achievement to the public.**

Information from statewide and local assessments will allow communities to measure the progress of schools and districts towards stated goals of student achievement, measured against the academic standards.

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WHAT QUESTIONS MUST STILL BE ANSWERED?

The California Assessment of Academic Achievement Act of 1995 (AB 265) clearly mandates the development of content and performance standards and a related assessment program. However, there are several critical questions which are not addressed. ACSA believes the following questions must be answered:

- What is the design for accountability?
- How will students, classrooms, schools and districts be held accountable for achieving standards?
- What are the consequences of high low performance for individual students, classes, and districts?
- What actions will be taken to assure California school districts receive support to become standards based organizations?
- How will the public be involved in the development and adoption?
- What plan is there to assure public understanding and support of the standards initiative?

The answers to these questions must be answered while the standards are being developed. This will call for concurrent activities to assure the complete program with all needed components is available to the public and educational community at the same time. Failure to do so will result in yet additional delays and lack of support for the standards initiative.

CLOSING REMARKS

ACSA stands ready to work collaboratively to ensure the development and successful implementation of standards in a system of public education which is standards driven.

Some of the positions presented in this paper can be satisfied by taking care in implementing AB 265. In other cases, new legislation would be required, as in the case of the "grade-by-grade" vs. "multi-grade span" discussion about effective standards. In every case, we believe that the effort expended to "do it right" will pay off for the students of California.

ACSA President, Tim Cuneo believes "The development of quality academic standards is an unparalleled opportunity to raise the level of academic achievement of the children of California. 'Doing it right' is the most critical educational issue of the remaining years of the 20th century."

GLOSSARY OF TERMS RELATED TO STANDARDS

Articulation: The term articulation is used in education to describe coordination and communication across boundaries, or particularly between different grade levels, in development of curriculum.

Assessment: Any form of testing which is administered in a consistent manner to large groups of students. Assessment may be for the purpose of measuring individual student achievement, or for measuring group, classroom, school, district, or state averages and trends.

Benchmark: A measurement point which is used to assess whether appropriate progress towards a goal has occurred.

CCR: Coordinated Compliance Review. The California Department of Education conducts periodic reviews of school sites for compliance with Federal and State mandates, regulations, and policies.

Content standards: This means the specific academic knowledge, skills, and abilities that all public schools in this state are expected to teach and all students are expected to learn in each of the core curriculum areas, at each grade level tested.

Frameworks: The subject matter curriculum frameworks developed by the California Department of Education have been California's content standards, forming the basis for monitoring district performance and the criteria for textbook adoption at the state level.

Grade-by-grade: An approach to standards setting in which each subject is outlined in one-year increments, i.e. grade 3 math, grade 5 social studies, etc. Contrasts with multi-grade span.

Integration: Learning exercises which incorporate knowledge or skills from more than one subject area are sometimes referred to as integrated studies. Testing and other activities can be designed to be integrated, providing a richer experience or more information within a given time frame.

Multi-grade span: A way of organizing curriculum or standards information according to what should be covered by a certain point, without specifying what parts of the content must take place in each of the intervening years. For example, many standards are set for 3d, 5th, 8th, and 12th grades. Contrasts with grade-by-grade.

Portfolios: Samples of work from each student is collected for a cumulative portfolio to demonstrate academic growth.

Performance standards: Performance standards define various levels of competence at each grade level in each of the curriculum areas for which content standards are established. Performance standards provide the gauge with which to measure the degree to which a student has met the content standards and the degree to which a school or school district has met the content standards.

(From Section 1, Chapter 5, Article 1, 60603)

PQR: The Program Quality Review process evaluates the overall quality of a school's educational program. Like an accreditation process, it involves the school developing a self-study and improvement plan which are verified by a visiting review team.

WASC: The K-12 division of the Western Association of Schools and Colleges performs accreditations for California public high schools through a process developed in coordination with the California Department of Education.

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APPENDIX

STATUS OF ACADEMIC STANDARDS SETTING IN THE FIFTY STATES

Information developed from *Education Week*
Volume 14, Issue 29, April 12, 1995

State Year Adopted	Name Of Standards	Type of Standard	Subjects Included	Review Cycle
ALABAMA Not Recent	Courses of Study	Know and be able to do	Basic subjects	4-5 years
ALASKA 1992	Student Performance Standards	Content; will add performance	Basic subjects	
ARIZONA 1987	Essential skills	Content	Basic subjects, languages, arts	5 years
ARKANSAS 1991	Curriculum Frameworks	Content	Most subjects	
CALIFORNIA 1985	Curriculum Frameworks	Know and be able to do	Most subjects	Peri- odically
COLORADO 1993	Content Standards	Content	Basic subjects	
CONNECTICUT 1993	Guides to Curriculum Development	Content and performance	Most subjects	
DELAWARE 1992	Content Standards	Content and performance	Basic subjects	
FLORIDA 1985	Curriculum Frameworks	Content at state level; districts must set perfor- mance standards	Basic subjects and computers	
GEORGIA 1987	Quality Core Curriculum	Content	All content areas	No review
HAWAII 1994	Content & Perfor- mance Standards	Content and performance	Most subjects	
IDAHO In Process	Curriculum Frameworks	Content	Most subjects inc. vocational	
ILLINOIS In Process	Illinois Academic Standards	Content stan- dards, perfor- mance bench- marks	Most subj., cross- curricular connec- tions, citizenship, employment skills	
INDIANA 1987	Content and Perfor- mance Standards	Content; perfor- mance to come	Most subjects, inc. vocational	6 years
IOWA	None		Considering inter- disciplinary stds.	
KANSAS 1991	Curriculum Standards	Content	Basic subjects	
KENTUCKY 1990	Academic Expectations	Content and Performance	7 disciplines in- clude most subj.; 4 interdiscp. goals	
LOUISIANA 1981	State Curriculum Guides	Content & course- work requirement	Most subjects	Peri- odically
MAINE In Process	Learning Results	Content and performance	7 disciplines in- clude most subj.	

Grade Levels Included	Voluntary or Mandatory	Statewide Assessments
K-2, 3-5, 6-8, 9-12	Mandatory	Available norm-referenced tests
Benchmarks for ages 8-10, 12-14, and 16-18.	Voluntary	Designing an assessment system
K-3, 4-8, 9-12	Mandatory, tied to graduation starting in 2000	Suspended due to technical difficulties
K-4, 5-8, 9-12	Voluntary	In development; an exit exam is planned also
K-4, 5-8, 9-12	Voluntary	Suspended
K-4, 5-8, 9-12	Voluntary	Suspended
K-4, 5-8, 9-12 Sometimes K-2, 3-5	Voluntary, Designation for student success.	Grades 4, 6, 8, 10
K-3, 4-5, 6-8, 9-10	Will become mandatory	Grades 3, 5, 8, 10; basic and performance
Pre-K, primary, intermediate, middle and high	Content standards voluntary; performance standards mandatory	In progress
K-5, 6-8, 9-12	Voluntary	State graduation test
K-3, 4-6, 7-8, 9-12	Mandatory	
K-4, 5-8, 9-12	Voluntary	
K-3, 3-5, 5-8, 8-10, 10-12; performance benchmarks for 3, 5, 8, 10, 12		In planning stage
Math, each grade, others clustered	Voluntary	Yes. Grade 10 performance standards tied to graduation Local goals, tests required by state
Different clusters for each subject	Voluntary	Tests based on standards; part of accreditation
Not organized by grade levels	Mandatory; tied to district & employee rewards & sanctions	Content & performance tested at 4, 8, 11 based on standards
Clusters vary by subject	Mandatory, tied to graduation requirements	Tests in 3, 5, 11; exit exams in 10-12
Std. focus on exit from H.S. Benchmarks at 4 & 8	Undecided	

State Year Adopted	Name Of Standards	Type of Standard	Subjects Included	Review Cycle
MARYLAND 1989	Maryland Learning Outcomes	Content and performance	Basic subjects	Periodically
MASSACHUSETTS 1994	Curriculum Frameworks	Content, ex. of lring. activities	Basic subj., inter-discp. goals	
MICHIGAN In Process	Content Standards	Content	Core subjects; others in draft	
MINNESOTA 1991	Basic Requirements	Content & performance graduation standards	Basic subjs. with performance stds. in other areas	
MISSISSIPPI 1986	Mississippi Curriculum Structure	Curriculum frameworks	Basic subjects	
MISSOURI In Process	Curriculum Frameworks	Content	Most subjects	
MONTANA 1989	Accreditation Standards	Program stds. & model learner goals	Most subjects	
NEBRASKA In Process	Curriculum Frameworks	Content	Agric., sci., business, math; others in draft. Language arts deferred	
NEVADA 1984	Courses of Study	Content; performance in writing	All subjects	
NEW HAMPSHIRE 1993	Curriculum Frameworks	Know and be able to do	Core subjects	
NEW JERSEY 1993	Core Curriculum Standards	Content stds. with outcome indicators	Eight disciplines	3 years
NEW MEXICO 1992	Competency Frameworks	Common core of learning by grad.	Most subjects	
NEW YORK In Process	Curriculum Frameworks	Content and performance	Most subjects in draft	
NORTH CAROLINA 1990	Standard Course of Study	Content and Performance	Basic subjects	
NORTH DAKOTA 1993	Curriculum Frameworks	Content	Most subjects	
OHIO 1990	Curriculum Frameworks		Basic subjects; others in draft	
OKLAHOMA 1990	Priority Academic Student Skills	Content, with Curriculum Framework.	Six core areas, most subjects	
OREGON In Process	Content Standards	Content & performance, Cert. of Mastery (CIM)	Most subjs.; inter-disc. K-3, by subject 4-12	

Grade Levels Included	Voluntary or Mandatory	Statewide Assessments
3, 5, 8, high school	Mandatory; tied to re-constitution of schools	High school assessments under development
Pre-K-4, 5-8, 9-10, 11-12	Voluntary	Mandatory assessments planned
Early & upper elementary, middle & high school	Mandatory in core subj., optional in others	Tests to be aligned with standards & accreditation process
Graduation stds; benchmarks in 3, 5, 8	Mandatory for graduation: all the basics, some performance	Under development
Some by grade, others by subject	Voluntary, with mandatory test	Grade 11 functional literacy
K-4, 5-8, 9-12	Voluntary	In planning
Primary level, intm. level, upon graduation	Mandatory for accreditation; distr. set learner goals	Norm-referenced
Pre-K-5, 6-8, 9-12	Voluntary	None
K, 3, 6, 8, 9, 10, 11, 12	Mandatory with local variations allowed	Required exit exam in reading, writing, math
Basic skills, gr. 3; add sci. & social studies, gr. 10	Voluntary	Assessment under development for 3, 6, 10
4, 8, 11	Not determined. State funding will be based on costs to meet stds.	11th grade is graduation requirement. Others in development.
Not by grade; Developing benchmarks for 4, 8	Mandatory	H.S. proficiency exam to be aligned.
Elementary, middle & graduation	Not decided; tied to graduation, assessment	Will guide revision of regents' exams
Each grade K-12	Mandatory; will be tied to graduation	End of year exams 3-8; end of course exams 9-12
4, 8, 12	Voluntary	None
Elementary, middle, high	Voluntary for districts; tied to graduation test	Tests in 4, 6, 9, 12
Different groupings for each subject	Mandatory, with remediation for non mastery	Criterion-referenced, 5, 8, 11
3, 5, 8, 10 & probably 12	CIM mandatory; content standards undecided	Basic skills assessment; will be aligned

State Year Adopted	Name Of Standards	Type of Standard	Subjects Included	Review Cycle
PENNSYLVANIA In Process	Student Learning Outcomes & Model State Content Standards	Know & be able to do; separate content stds. planned	Nine disciplines; most subjects	
RHODE ISLAND In Process	Curriculum Frameworks	Content, common core of learning	Basic subjects	
SOUTH CAROLINA In Process	Curriculum Frameworks	Content	Most subjects	
SOUTH DAKOTA In Process	Content Standards	Content, NSF wrote math, sci.	Basic subjects	
TENNESSEE In Process	Curriculum Frameworks	Content	Most subjects	6 years
TEXAS 1984	Essential Elements	Content; "extremely general"	Every subject	5 years
UTAH 1992	State Core Curriculum	Content	Basic subjects	
VERMONT 1993	Common Core of Learning	Content and performance	Four fields; interdisciplinary	
VIRGINIA 1981	Standards of Learning	Content	Basic subjects	Under review
WASHINGTON 1995	Essential Academic Learnings	Content; CIM planned	Basic subjects; others in draft	
WEST VIRGINIA 1980	Programs of Study	Instructional goals & objectives	Most subjects	Regular
WISCONSIN In Process	Content/Performance/Opportunity to Learn Standards	Content/Perform./Opportun. to Lrn Standards	Basic subj., interdisp. linking	
WYOMING 1990	Common Core of Knowledge & Skills	Content and skill	11 subjects, 6 skill areas	

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Grade Levels Included	Voluntary or Mandatory	Statewide Assessments
Primary, intermed., middle, high; districts decide which grades apply	Outcomes, mandatory; content standards, voluntary	Basic skills tests will be aligned; districts may use own or national tests
K-4, 5-8, 9-12	Content stds., voluntary; common core, mandatory	In development; CIM planned
Different groupings by subject	Voluntary; will be tied to graduation standards	Tests in revision to align with standards
Math/sci. K-2, 3-4, 5-8, 9-12; others 2, 4, 8, 12	Voluntary	Unrelated state test
Every grade, each subject	Mandatory	Secondary end-of-course exams in development
Every grade, every subject	Mandatory; will be tied to school reconstitution	Tests to be revised for alignment
Every grade	Mandatory	Voluntary test bank
K-4, 5-8, 9-12	Districts must adopt equally rigorous stds.	In development
By grade K-8; by course, 9-12	Will be mandatory	
Elementary, middle, high	Will be mandatory	Under development
K-4, 5-8, 9-12	Goals, mandatory; objectives, recommended. Tied to graduation	Teacher credential exams aligned by subject
Elementary, middle, high	Voluntary	Under consideration
Districts decide	State names subjects & skills; dists. set stds.	Districts choose own tests for locally adopted standards

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